Using Technology in Educating K-6 ELL Students in Mathematics

Final project for EDF 6481

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Final Research Proposal

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**Introduction**

*Background*

The United States continually has large numbers of people migrating into its states and into its communities. Public schools are expected to accommodate the children of immigrants whether they speak English or not. During the 2010-2011 school year, there were 239,076 English Language Learner (ELL) students in Florida public schools; this accounts for 9% of total students in Florida public schools in 2010 ("English language learners," 2011). These students are provided special services to help them learn English and to accommodate them when they take such tests as the FCAT and the SAT. Many of these ELL students score low on such tests because of their low skill of reading and interpreting English. The NAEP 2007 reports that ELL students show low mathematical performance.

According to Lee, Grigg, and Dion (2007), based on 197,700 fourth graders and 153,000 eighth graders from the National Assessment of Education Progress (NAEP), 44% of ELL students scored “below basic” when compared with 16% of non-ELL students in fourth grade. This showed an apparent performance gap in mathematics between ELL and English-speaking students. The gap became wider for eighth grade students when about 70% of ELL students scored “below basic” while 27% of non-ELL students scored “below basic” (Lee, Grigg,& Dion, 2007).

The goal of the special accommodations for ELL students is to streamline their assimilation into the general population of students as quickly as possible and to increase their academic achievement. These special accommodations cost the state of Florida millions of dollars every year. In 2009, total direct costs for ESOL/ELL was over $700,000 ("Program cost report," 2011), yet statistics show that ELL students score well below English speaking students on tests such as the FCAT ("Assessment results level," 2011). The percentage of ELL students in Florida schools continues with an upward trend while reports show an increase of 16% over the past 10 years ("English language learners," 2011). Such an upward trend would be expected to drive the cost of ELL programs up as well.

As ELL student enrollment grows within the United States school systems and statistics continue to show a large gap between ELL and non-ELL student performance and achievement, it is imperative to find ways to promote mathematical skills for ELL students.

*Purpose* (gap, purpose, significance)

According to ( Young, Holtzman and Steinberg, 2011 ) standardized tests favor native speakers of English, but technology may help to narrow the gap in scores between those of ELL students and students native to the English language.

[May remove this paragraph due to its lack of significance] Research on the performance of ELLs on standardized tests has a relatively recent history, with studies dating back about two decades. Much of this research has been conducted by Abedi and his colleagues (Abedi, 2002, 2006; Abedi, Hofstetter, & Lord, 2004; Abedi & Lord, 2001; Abedi, Lord, & Hofstetter, 1998). Many of these studies have found significant achievement gaps between ELLs and native English speakers (or non-ELLs) (Abedi, 2002; Abedi & Lord, 2001; Abedi, Lord, & Hofstetter, 1998; Young et al., 2008). More specifically, the average test scores of ELLs are substantially lower across most, if not all, subjects and grade levels. Duran (2006) reported that while about 30% of non-ELLs performed at or above the Proficient level on the 2003 NAEP Mathematics and Reading tests, only about 10% of ELLs did so. Furthermore, the magnitude of the achievement difference between ELLs and non-ELLs is greatest for tests that require substantial verbal processing, such as English-language arts, and smallest for mathematics tests.

Young, J. W., Holtzman, S., Steinberg, J. (2011), *Score Comparability for Language Minority Students on the Content Assessments Used by Two States*, ETS RR-11-27,Educational Testing Service, . 2011 27 pp. (ED523682)

Administrators constantly wrestle with the issue of allocating funds in the best ways, minority groups and their supporters need ammunition to help them win funds for their causes, and ELL students need the best resources to help them achieve academic success. The purpose of this study is to analyze how using technology in the classroom effects ELL student achievement. The results could be used to shape instructional methods for ELL students in Florida, and possibly across the nation, for the most benefit to the student and to the state and local budgets. With the number of immigrants continuing to rise in Florida, and in our nation, funding ELL programs will continue to be an ongoing issue for our educational systems. The use of technology could allow for a more efficient way to improve ELL students’ skills, thus allowing more ELL students to achieve a level of skill to move out of “special ed” classes and away from accommodations more quickly. This would save time and resources for schools as well as improve academic achievement for ELL students.

*Definition*s

“Florida Statutes define an English Language Learner (ELL) as “an individual who was not born in the United States and whose native language is a language other than English; an individual who comes from a home environment where a language other than English is spoken in the home; or an individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency; and who, by reason thereof, has sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English” (1003.56(2))” ("English language learners," 2011). This is the definition used for this study as the ELL students participating will be those that qualify under Florida requirements.

For the purposes of this study “technology in the classroom” or a "technology class" will mean 80% of the instruction will be conducted using computer software which includes programs, games, and other pre-packaged digital learning resources. Traditional classroom or method of teaching will refer to classes where teachers use traditional lectures, handouts, textbooks for 80% of the instruction and learning, and use technology no more than 20% of the time. Technology classrooms will be equipped with computers for at least 50% of the students in the class, interactive whiteboards with clickers, projectors, and computer software, such as: Compass Learning's Odyssey®, Accelerated Math™ or PLATO ®

Comprehensive English Language Learning Assessment or CELLA is a test that the State of Florida uses to determine a student's proficiency in the English language. The test assesses a student in four areas: writing, listening, speaking, and reading. Using the test, students are ranked into four different levels. Level A is grade levels K-2, B is grades 3-5, C is grades 6-8, and D is grades 9-12 ("Cella," 2011).

FCAT refers to the Florida Comprehension Assessment Test. The FCAT measures the student's understanding of the state standards in math, reading, writing, and science. Students in specific grade levels take the FCAT. Students in third grade through tenth grade take the FCAT mathematics, students in 4, 8, and 10 grade take writing, while students in 5, 8, and 11 take the science portion of the the test. In the 2010-2011 school year, the state of Florida made changes to the FCAT and implemented the new FCAT 2.0, which measures students on the Next Generation Sunshine State Standards (NGSSS) and the Florida End-of-Course Assessment, which measures students on the NGSSS for specific courses in middle school and high school ("Florida's k-12 statewide," 2011)

Adequate Yearly Progress (AYP) is a requirement of the Federal No Child Left Behind (NCLB) act. Through the NCLB, states, schools, and school districts have to determine how all students have performed in public schools and to see if they meet adequate yearly progress. Florida uses FCAT and other criteria, such as graduation rates and brake down per group of group performance on FCAT ("Meeting adequate yearly,").

Immediate Response Device or IRD are devices such as clickers or remotes that the students use to enter answers to questions that teachers provide; they allow instant feedback. (Ozel, Yetkiner & Capraro, 2008). Interactive whiteboards (IWBs) are devices that allow projection of materials onto a board from a computer. The computer and whiteboard content can be controlled or manipulated using a finger, special pen, or other devices. IWBs are often mounted at the front of a classroom and allow teachers and students to interact with the computer to teach and learn.

*Research Question*

Our Research Question Is: Can technology in the classroom help third grade ELL students in Florida attain greater learning gains in mathematics than traditional teaching methods do?

*Hypothesis*

Our hypothesis is that there is a greater gain in learning mathematics for ELL students using technology versus traditional classroom methods in Florida.

Literature Review

Learning mathematics in any language can be difficult for many students. Learning various subject matter and content in a foreign language can be difficult as well. ELL students may have compounded difficulty in learning mathematics due to not understanding the written instructions and application or story problems in addition to not understanding the basic math concepts.

The No Child Left Behind Act (**NCLB**) placed a new focus and accountability on the achievement levels of English learners by requiring that they develop English proficiency and meet the same academic standards that all children are expected to meet by year 2014. Administrators and teachers are looking at ways English learners might progress more quickly toward proficiency on state tests, both in English language skills and in other content areas, more specifically reading and math.

In 2001, Giancola reported that a five-year study of using technology in elementary school classrooms showed more improvement for lower achieving students than for students who scored above the 50th percentile in fall testing. Although students showed increased achievement in both reading and mathematics, there was a question of whether the increase in achievement was due more to the implementation of the five-year program than to the technology itself. Educational software was used in both the classrooms and the children’s homes. [For second graders, the analysis revealed that the total minutes spent using the software in the classroom was significantly correlated with the scaled score gain in mathematics achievement (*r* D 0*:*230; *p <* 0*:*01). The amount of time spent in the classroom using the Internet was also positively correlated with mathematics achievement (*r* D *:*240; *p <* 0*:*01). A small correlation was also found between reading achievement and the amount of time spent using Lightspan in the second grade classroom (*r* D 0*:*172; *p <* 0*:*05). No significant correlation was found between Lightspan use in the classroom and achievement for fourth graders. (Giancola, 2001)] [I left this in small print because I don’t think we need this information and think we should delete it.]

Other research has also investigated using technology such as computer use as an educational tool to improve elementary students’ math competency with attention to the effects for ELL students. It is expected that the advanced technology of computers will resolve the difficulties that ELL students may experience. Computers can lend vocabulary and comprehension support for ELL students, who have difficulty in understanding instructions during the classes (Proctor, Dalton, & Grisham, 2007). ELL students can also learn at their own pace by utilizing the asynchronous features of computer-based learning (Gerbic, 2006).

In another study “Instructional Technology has been found to have positive effects on both students’ achievement in mathematics and their attitudes towards mathematics“ (Ozel, Yetkiner & Capraro, 2008). The technologies studied in the math classrooms are calculators, interactive whiteboard, Immediate Response Devices (IRD), computers and web-based applications. This study also points out the need to have technical support for teachers and classrooms that use technology. Additionally, the article mentions that teachers need to have the training, time, and available for the technology that they are using.

The frequent use of computers to learn math has a differential longitudinal effect on the math achievement of English-speaking and ELL students. When Hispanic and Asian English-speaking students frequently used computers for math, their math performance decreased over the time (Hispanic: \_50 = –1.191, p < .05; Asian: \_50 = –1.771, p < .01). On the other hand, when Hispanic and Asian ELL students used a computer frequently in math classes, their growth rates in math performance were significantly higher than those of their English-speaking peers (Hispanic: \_51 = 1.902, p < .01; Asian: \_51 = 2.789, p < .05) 298 / (KIM AND CHANG 2010)

A study by Lopez (2010) concluded that ELL students in classrooms that used IWBs had an increase in student achievement for mathematics in both 3rd and 5th grade and and for reading in 3rd over students who were in classrooms without IWB’s. One of the recommendations in the study was for further study to determine how “Digital Learning Classrooms” would affect ELL student achievement.

Although over $700,000 was spent on ESOL/ELL programs in 2009 in Florida ("Program cost report," 2011), ELL students still performed well below native English speakers in Florida public schools ("Assessment results level," 2011). [leave or remove?]

Method

*Population* (target and accessible)

In 2010-11, Orange County public schools had 175,986 students; ELL accounted for 28,252, or 16.1%, of this student population. Our target population would be all 3rd-grade students in Orange County.

*Sample* (target size and sampling method)

The sample for this study will come from a multi-step process. The number of schools used will depend on the number of ELL students chosen from each school and the number of classes will depend on the number of ELL students placed in each class. A total of at least 50 ELL students will be chosen and each class will contain at least 5 ELL students. For each participating school, ELL students will be categorized based on 2nd-grade math grades and ELL level. Classes will be matched based on number of ELL students and ELL students in these classes will be matched, as closely as possible, using 2nd-grade math grades and ELL rating. The ELL students in each class will constitute a group and each group will also be matched for gender and age. One of each set of matched classes will use technology and the other will use traditional classroom methods. Matched participants will be randomly assigned to one class or the other in a matched set.

Prior to being placed on the participant list, ELL students will be notified of the study and the potential to be placed in either type of class, technology or traditional. Parent permissions will be obtained and students’ 2nd-grade math grades will be recorded along with their current ELL level as determined by using CELLA.

If random assignment is not possible, groups will be matched to reduce posttest differences as much as possible.

*Research Design*

We will create equivalent groups for comparison and will systematically manipulate the independent variable of teaching method, traditional versus using digital technology, while attempting to maintain similarity of the groups in all other pertinent ways. This research study will, therefore, be experimental.

Experienced ELL teachers using similar pedagogies will be instructed regarding the expectations of them to use technology or traditional teaching methods and to report such use as required for the purposes of the study. If using technology, teachers will be trained to use each of the technologies. Technology teachers and classrooms will have priority support from their school’s technology support personnel. Technology classrooms will have computers for at least 50% of the students and other devices, such as IRDs, for all students.

Students will attend their assigned classes for the duration of the study. If using technology, they will be instructed in the use of the technologies and provided with additional support when needed.

Technology usage reports will be submitted by teachers weekly and classrooms will be monitored for observation of technology use and teaching methods on a quarterly basis.

Pre and post tests will be administered to provide data for comparison to determine the benefit of technology to ELL student academic achievement versus achievement for non-ELL students.

*Instrumentation* (design instrument, i.e. samples for survey questions with consideration of instrument scales and data format)

Students will be tested using the Pearson Education Stanford Achievement Test version 10 (SAT10) open-ended format in both the fall and the spring, thus providing pre and post scores.

CELLA scores will be recorded at the beginning and end of the school year or years if a longitudinal study is conducted.

A weekly report of technology usage will be used to track and confirm that the usage meets the requirements of the definitions adopted by the study. See Appendix A.

Classrooms will be monitored by observation to confirm correct and appropriate use of technology and similar pedagogies. Monitoring will occur at the middle of each 9-week quarter. See Appendix B for a sample of the form to be used during observation.

The instrument to be used to measure academic achievement in mathematics is the 3rd-grade FCAT. A form to track the percent of instruction using technology in each class will be required of each teacher on a weekly basis to ensure the proper amount of technology is being used. The form will also include polling information on the types of technology used, i.e. games or other learning applications.

Comparisons of math achievement scores, exploration of math pattern performance and the performance gap between two language groups, English-speaking and ELL groups have been examined/analysed. Research studies have adopted Math-IRT scores as the dependent variable due to well-known advantages of IRT scales scores in longitudinal analysis (Hox, 2002; Raudenbush & Bryk, 2002). The IRT scale scores in the ECLS-K database represent estimates of the number of items students would have answered correctly if they had answered all questions, and the scores at different grades are directly comparable without going through an equating process (Hox, 2002; Tourangeau et al., 2006). [not sure that we want to keep this paragraph. What is the IRT and can our study use it?] [Item Response Theory](http://nces.ed.gov/nationsreportcard/glossary.asp#item_response_theory) (IRT) parameters for NAEP: http://nces.ed.gov/nationsreportcard/tdw/analysis/scaling\_irt\_math.asp

The reference group is a national sample of student’s at the same grade taking the test at a comparable time of the year. (could we do this?)

Procedure/Data Analysis (you may present your analysis plan in general, you can plan to compare group differences or evaluate group relationships)

FCAT scores for all participants will be gathered and categorized by type of class, technology versus traditional. The mean for each category will be calculated and compared. A t-test could also be used to further analyze the data. (determine whether a t-test would be valid for this data and how it would be used to analyze the data. What other analysis could be done?)

Usage of before and after CELLA and SAT10 tests?

An assumption made in these analyses is that while a student’s scaled scores should significantly increase in any given school year, a student’s standing in relation to the reference group would not necessarily change between the fall and the spring. Because no local comparison group was available, the analysis of the gains in student achievement over the school year is based primarily on norm-referenced scores. Unlike scaled scores, one would not necessarily expect significant gains in norm-referenced scores over the course of the school year.

Scaled scores and percentile ranks? Track male vs female?

To determine the extent to which classroom usage relates to student achievement, teacher reports of the time spent using the software in the classroom were correlated with achievement gains.

**Potential Threats, Controls, and Limitations** (potential threats and methods you are going to use for controlling the threats)

Possible threats that could interfere with interpretation of results and the ability to generalize the findings must be controlled as much as possible. These threats include, but may not be limited to, class sizes, number of teachers per class, types of technology used, experience and training of the teachers, and the number of each level of ELL student.

It is recognized that it is not just the use of technology that impacts learning, but, instead, it is the appropriate incorporation and use of the technology to enhance proven pedagogy that impacts the learning and academic achievement of students the most. To this effect, the researchers recommend the study be completed using experienced ELL teachers whose pedagogies also match.

Other threats that may not lend themselves to being controlled are students' attitudes toward computers, computer games, specific software, etc. and students' proficiency with computers. Parents' attitudes toward the use of technology could also pose a threat to the study. One possible threat that may not be controllable is the attrition of participants.

It is expected that teachers will cooperate with the terms of the study and that the threat of not enough usage of technology or unequal usage from one classroom to another will not exist. It is imperative that each school has technical support for the use of each technology used.

One possible limitation of the study would be that skill gains may not be as large or as evident in one year as they would be over more time and we would, therefore, recommend a longitudinal study over several years to determine the true benefit of using digital technology to help ELL students increase their achievement in mathematics. It is also recommended that similar studies be done in other states to confirm results for the rest of the country for generalizability across the nation.

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Need citation for Lopez 2010 and correct one for Cella.

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Just for our reference:

Conroy Candice’s suggested format:

Introduction  
Why is this research important and what are you hoping to accomplish by investigating this topic?   
What is the issue we are researching?  
Develop the general background of the issue using the research from recent relevant articles.   
What are the holes in the current available research that you hope to fill with this study?  
What is your hypothesis?  
What are the independent and dependent variables?  
Explain your research design.  
  
Method  
  
Participants  
Who are your participants going to be? (i.e., What is the gender, age education, race,  
etc. of your participants?)  
How many participants are you going to have?  
How are you going to recruit them?  
How are you going to assign them to groups?  
How are you going to compensate them?  
What criteria will you use for participation in your project?  
  
Instrumentation  
What type of instrument will you be using?  
What is the format of your data?  
What specific instrument will be used for data collection?  
  
Procedure  
What is your research design?  
What will happen in your experiment?  
Where is your study going to take place? (Describe where the data will be collected)  
  
Threats and Controls  
What are the threats to the validity of your results?  
What controls will be used to ensure validity?  
  
Results  
What data will be collected?  
Are there any criteria for inclusion of data?  
How will the data be summarized, that is, what descriptive statistics will you use?  
What inferential statistics will you use?  
What will the significance level be?  
  
Implications  
What will be the implications of the results if your hypotheses are confirmed?  
What will be the implications of the results if your hypotheses are not confirmed?

Dr. Bai:  
References

Your outline seem comprehensive. Only a couple of things I would suggest:  
1. "What are the holes in..." you may want to use "literature gap"  
2. "Explain your research design" should be in the method section  
3. Instrumentation section should indicate the information of reliability and validity.